

Inspection date	13/11/2014
Previous inspection date	17/11/2009

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are confident and enthusiastic learners, who make good progress in all areas. This is because the teaching provided by the childminder is receptive to the children's individual needs, motivating them to engage in the range of experiences available.
- A strong emphasis on relationships results in children feeling safe and secure to investigate the environment, reinforcing their self-confidence and emotional well-being.
- Children's mathematical understanding is very good. The childminder constantly talks to them about numbers and encourages them to count as they play.
- Comprehensive policies and procedures are in place, implemented effectively and monitored well. This means the childminder effectively safeguards children and promotes their well-being at all times.

It is not yet outstanding because

- Children are not always provided with a good range of natural everyday objects to explore using all of their senses.
- The childminder does not maximise her effective partnerships with parents, to encourage them in contributing further to children's learning journals, so that children's learning is supported to the highest level.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

Inspection activities

- The inspector held discussions with the childminder and children at appropriate times throughout the inspection.
- The inspector sampled children's assessment records and discussed with the childminder how this informs planning for children's next steps in their learning and development.
- The inspector took into account the views of parents from information included in a parent survey and discussed how this supports the childminder's self-evaluation.
- The inspector checked evidence of the suitability of the childminder and other adults in the household, her qualifications, risk assessments, policies and procedures including the complaints procedure and the safeguarding policy.
- The inspector carried out an observation of a planned activity and discussed the outcome with the childminder.

Inspector

Amanda Forrest

Full report

Information about the setting

The childminder was registered in 1984. She is registered on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. The childminder lives with her husband and one adult child. They live in a house in the Roundhay area of Leeds, which is within walking distance of local amenities, such as shops, the library and the park. The whole of the ground floor of the property is used for childminding and there is an enclosed garden available for outside play. The childminder operates from 7.45am until 5.30pm, all year round, except for family and bank holidays. There are currently four children on roll, all of whom are in the early years age group and attend for a variety of sessions. The childminder is a member of the Professional Association for Childcare and Early Years.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- enhance the opportunities for young children to investigate using their senses, for example, by providing a range of natural everyday objects for them to explore, such as, wooden objects, metal utensils, feathers, fabrics and scented materials
- maximise opportunities to engage parents fully in their children's development, by seeking their comments about children's learning at home more frequently, to complement children's all round progress even further.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

The quality of the teaching is good. The childminder is very effective at meeting the children's individual needs and interests. She knows her children extremely well and offers them a nurturing and motivating experience. Her clear focus and understanding of the Early Years Foundation Stage means that children's chances to progress their learning are good. Consequently, children have many opportunities to learn and develop their independence. The childminder speaks in a gentle and reassuring way, supporting and encouraging children to succeed. As a result, children become engaged and participate in activities, such as, completing complex puzzles and building tracks for the train. The childminder's assessment and record keeping are effective. She gathers valuable information from the parents when the children start, noting details about their care routines and current interests. This enables her to plan challenging activities that meet the individual children's needs. Using evidence from her observations, the childminder updates the children's learning journals, monitoring their progress against appropriate guidance documents. However, there are fewer opportunities, for parents to consistently share what

they know their child can do at home on an ongoing basis, in order for the childminder to use this information to further support the next steps in children's learning. The childminder effectively completes the progress check for children between the ages of two and three years and this is shared with parents. This means she can identify and act on any development concerns rapidly.

The childminder becomes actively involved in the play experiences, and provides effective support to children as they play and explore this interesting, welcoming, child-friendly learning environment. She is very aware of their changing needs and is genuinely interested in what the children share with her, for example, when children tell her about visiting their grandparents, she listens intently, which promotes children's self-esteem very well. The childminder is aware of children's individual learning styles and encourages them to explore, have a go and try out new things. For example, she supports them playing with dough, encouraging them to investigate the different properties and creating new shapes. This means that children learn about the world through sensory play. Throughout the activities the childminder ensures that the conversation flows freely by interacting with the children. Consequently, their language development and communications skills are supported. Children receive positive and nurturing support from the childminder, who gives them praise and encouragement all the time. As a result, they remain engaged and engrossed in their learning. For example, children draw patterns, letters and describe letters from their names, watching as the childminder makes them disappear with a magic eraser. They delight in repeating the process and giggle as they quickly draw more patterns and letters. The environment is well-resourced and developmentally appropriate. However, there are fewer open-ended, natural resources that can be used in a variety of ways, to further promote the children's exploratory play and language development, and provide opportunities to extend their critical thinking.

The childminder takes the children on visits to the park, local children's centre and toddler groups. These help to enhance children's physical, and personal, social and emotional skills, as they learn to play with other children. Overall, Children are making good progress in their learning, and are developing the skills they need for their future learning and their eventual move on to school.

The contribution of the early years provision to the well-being of children

Strong attachments and close relationships, between the childminder and the children, are highly evident. The childminder supports new children into her home through a gradual settling-in procedure, which is individual to each child's emotional needs, ensuring that children settle quickly and happily. The childminder actively fosters a sense of belonging and ensures that they are confident learners who are emotionally well prepared for the move to other settings and school. The childminder is a good role model, treating children with kindness and respect. She has a calm, caring and patient manner, and she gives children her individual attention. Children behave well, responding positively to the childminder's use of praise and encouragement, which helps to ensure that each child feels valued and special. Children move freely around the childminder's home and enjoy playing with their friends and the resources available, which promotes their confidence and independence. As a result, they develop good social skills in preparation for their

eventual move to nursery and school.

The childminder promotes healthy lifestyles by talking to parents about children's individual health and dietary needs, recording this information. Children learn about healthy lifestyles as they have very good opportunities to play outdoors, where they benefit from fresh air and exercise, such as, daily walks in the local park. The childminder follows effective health and hygiene routines, for example, encouraging children to clean their hands at appropriate times during the day. This helps to minimise the risk of cross-infection.

Children's safety is considered a priority at all times and they are supervised well, within the premises and on outings. The childminder effectively helps children to understand how to keep themselves safe. They talk about road safety on outings, holding hands to cross the road. The childminder provides gentle reminders about using space and equipment safely. In particular, while playing with dough, she explains how to use tools safely to cut and shape the material and reminds them to sit correctly on the chair. They follow sensible rules for playing safely indoors, such as, walking slowly, not running and picking up toys to prevent tripping hazards.

The effectiveness of the leadership and management of the early years provision

Children's welfare, safety and learning are promoted well as the childminder meets all of the requirements of the Early Years Foundation Stage. Children are efficiently safeguarded because the childminder has a secure knowledge of possible signs of abuse and knows the procedures to follow should she have concerns about children in her care. The childminder ensures that all adults living on the premises have completed Disclosure and Barring Service checks. The childminder has considered the appropriate use of mobile phones and cameras in the setting, in order to fully protect children. Parents are informed of her policy on this and this is also included in her safeguarding policy. The premises are safe and secure. Risk assessments are in place, showing how the childminder has identified and minimised potential hazards to ensure children's safety.

The childminder has a clear commitment to improving the service she provides and has completed a focused self-evaluation, which clearly identifies areas of improvements made and those requiring further development. In addition, she has met her recommendations from her previous inspections, such as, promoting children's independence in the environment and by regularly observing the children in her care to strengthen their learning and independence. She accesses training to update her knowledge and understanding, and gains support from other professionals in the local authority. The childminder has a good level of awareness of how children learn. She monitors her provision to ensure children are motivated and interested in their learning, providing a broad range of activities tailored to help them make good progress. All of this clearly demonstrates how she intends to maintain continuous improvement in order to ensure good learning opportunities for children.

The childminder has a secure knowledge and understanding of liaising with parents to

build relationships. Daily communication is a prime focus for the childminder, with regard to children's well-being. The childminder has a clear understanding of the importance of working in partnership with external agencies to ensure appropriate interventions for children who may need additional support. In addition, the childminder has established strong links with the local schools. She discusses what topics children are studying, so that she can complement children's learning with activities that link in with current themes. This means that all children are being supported well in their learning and make good progress in their learning and development.

The Childcare Register

The requirements for the compulsory part of the Childcare Register are	Met
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The requirements for the voluntary part of the Childcare Register are	Met
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What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. We re-inspect nurseries and pre-schools judged as requires improvement within 12 months of the date of inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		There were no children present at the time of the inspection. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		There were no children present at the time of the inspection. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	319536
Local authority	Leeds
Inspection number	855300
Type of provision	Childminder
Registration category	Childminder
Age range of children	0 - 17
Total number of places	6
Number of children on roll	4
Name of provider	
Date of previous inspection	17/11/2009
Telephone number	

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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